DOCUMENT RESUME

ED 344 320 EA 023 894

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TITLE Work Role Expectations of Public School Principals and Their Judgments Concerning the Results of Their Work.
PUB DATE Apr 92
NOTE 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Role; Elementary Secondary Education; *Job Satisfaction; *Leadership Qualities; Leadership Styles; *Principals; *Public Schools; Quality of Working Life; Role Perception
IDENTIFIERS *Georgia

ABSTRACT

Findings from a study that examined the relationship between work role-expectations of public school principals and work outcomes are presented in this paper. Methodology involved completion of the Miller-Carey Work Role Inventory by 200 elementary and secondary principals in 9 Georgia school systems. Findings indicate that the principals differentiated between their work role-expectations and that they identified strongly with the job definition of instructional leader more than with that of school manager. Incongruent role expectations were strongly related to the degree of job satisfaction; for example, positive attitudes toward the profession were associated with positive outcomes of work. It is recommended that administrators recognize the role of incentives in professional fulfillment and design training programs that include school management functions. Ten tables are included. The appendix contains an explanation of the Miller-Carey model of work expectations. (18 references) (LMI)

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Work Role Expectations of Public School Principals and Their Judgments Concerning the Results of Their Work

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Running head: Work Role Expectations

Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April 20-24, 1992

EA 023 894

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Work Role Expectations of Public School Principals and Their Judgments Concerning the Results of Their Work

The purpose of this research was to examine work role expectations of principals in the public school setting and the relationship between work role expectations and the results of principals' work. Work results are the professional fulfillment of personal needs derived from the work experience such as recognition, personal regard, accomplishment, usefulness, and compensation. The research sought to understand better patterns of role expectations of the principal position. Differences in work role expectations and the relationship between expectations and work results were examined through hypotheses that stem from the Miller-Carey conceptualization of work behavior (Miller & Carey, 1980). The Miller-Carey Model of Work Role Expectations, a model designed to address work behavior of individuals in service-oriented work organizations, is theoretically unique in that it emphasizes work behavior of professionals formally trained to provide the public with human services such as health, education, and social services.

Background of the Problem

The literature related to work motivation and job satisfaction suggests that work can provide employees with valued work outcomes (Kerr & Jermier, 1978; Vroom, 1964). Further, the literature indicates that intrinsic and extrinsic aspects of work provide either job satisfaction or dissatisfaction which may be an implicit or explicit value received from the job (Herzberg, Mausner, & Snyderman, 1959; Porter, Lawler, & Hackman, 1975). The expectancy theory suggests that workers' expectations of the job also determine job satisfaction or dissatisfaction (Locke, 1969; Miner, 1980; Vroom, 1964).

A theoretical model of work role expectations, developed by Miller and Carey (1980), defines two aspects of a worker's belief structure concerning his or her own work role. The two aspects, the prescriptive role expectations and descriptive role expectations, vary among people and influence not only the work itself but also the results experienced from work. Miller and Carey's foundational work was based in part on a theory of human behavior and performance proposed by Hackman and Oldham in 1976 that specified the conditions under which individuals become internally motivated to perform effectively on their jobs. The model Hackman and Oldham developed focused on the interaction among three classes of variables: "(a) the psychological states of employees that must be present for internally motivated work behavior to develop, (b) the characteristics of jobs that can create these psychological states; and (c) the attitudes of individuals that determine how positively people will respond to a complex and challenging job" (Hackman, 1977, p. 250). The model postulated that individuals experience positive affect to the extent that they <u>learn</u> (knowledge of results) that they <u>personally</u> (experienced responsibility) have performed well on a task that they <u>care about</u> (experienced meaningfulness). According to Miller (1983), the Miller-Carey Model of Work Role Expectations (WRE) combines concepts from role theory, organizational behavior, and human performance literature in an effort to explain and predict work behavior. Carey (1982) stated that the basic premise underlying the Miller-Carey model of work behavior is that "professional work role beliefs serve as a central motivator related to work--establishing expectancies related to the context of work and defining the meaning an individual ascribes to the work role. The beliefs, in turn,

are affected by the sense of need fulfillment experienced by the individual" (p. 7). Professional need fulfillment is a valued result of work.

Valued work outcomes and the work activities of the school principal in the last decade have become an issue of interest to education practitioners and researchers. The reform literature has focused on school effectiveness and emphasized the role of the principal (Edmonds, 1981; Lipham, 1981; Weldy, 1979). More recent research has established there is a difference in the description of the principal's work role (Avant, 1989), and there is a discrepancy between the work role expectations of the principal's work role among educators (Avant, 1990). The research suggested that formal professional training of principals led to the prescriptive role expectations of the work of the principal, that is, the instructional leader. Then, the experience of principals led to the converse descriptive role expectations of the work of the principal, that is, the school manager. The work role model of instructional leader valued by the principal was in strong contrast to what was experienced on the job. For example, planning and goal setting (the ideal behaviors) were replaced by quick attention to detail and management of crises and routine activities (the actual behaviors). Similarly, supervision of instruction and curriculum development (the ideal behaviors) were replaced by touring and monitoring for pupil control (the actual behaviors). The research evidence supported the lack of clear work role expectations of those in the principal position in school settings. Clearly, observational studies of the principalship characterized the descriptive role of the principal differently from the prescriptive role accounted in the self-report studies. These findings raised important questions concerning the two definitions. Do

practicing principals assign role attributes differentially to the two definitions of the position? Do differing role expectations of principals affect their results of work differently? Does the lack of clarity in job definition extend to role dissonance, and does dissonance have an effect on the results of work? This research focused on these issues.

The Miller-Carey Model of Work Role Expectations (WRE)

Miller and Carey's (1980) conceptualization of work behavior of individuals provides a theoretical model and measurement strategies to address questions and hypotheses related to the principal's work. Because, the theoretical model deals uniquely with the nature of the work of service-oriented professionals and their work organizations, there was some evidence to support the proposition that discrepancies between the prescriptive and descriptive role expectations contribute to work results of the principal, a member of a service-oriented profession.

There are two distinct aspects of role expectations, descriptive role expectations and prescriptive role expectations (Miller, 1980). Each of the role expectations identifies a set of attributes which consists of at least two dimensions, traits and behaviors. Traits are qualities of the role while behaviors are actions through which the role is enacted (Carey, 1982). Role expectations are beliefs about the attributes, the traits and behaviors, that are associated with persons of a professional membership or a position within an organization. The role expectations are "incorporated into an individual's belief structure and strongly influence the pattern of behavior enacted by members of a specific category" (Carey, 1982, p. 9). During the person's professional education, standards are conveyed regarding appropriate qualities

and behaviors to do the job. Formal preparation for the job is reflected in the prescriptive (idealized) role expectation. On the other hand, during the person's professional experience within the work environment, interactions and time constraints influence the perception of qualities and behaviors to do the job. Structure and bureaucracy of the work are reflected in the descriptive (real) role expectation.

The WRE consists of five components, Role Socialization, Professional Role Expectations (traits and behaviors), Work Dimensions, Moderating Beliefs, and Work Results. With the use of the Miller-Carey Work Role Inventory, two major constructs of the principal's work were analyzed in this study, Professional Role Expectations and Work Results. A schematic of the model with an explanation of the components appear in Appendix A.

Methodology

Two hundred elementary and secondary principals in nine school systems in Georgia completed the Miller-Carey Work Role Inventory in 1990. The questionnaires were comprised of four sub-sections, Demographic Data Form, Role Trait Scale, Role Behavior Scale, Work Role Inventory. Data were analyzed using the computer program SYSTAT (Wilkinson, 1988). The following procedures were conducted from data generated by the subscales of the instruments:

Demographic Data Form: Frequency distribution and crosstab procedures were used to describe the sample of principals. Analysis of variance and Bonferroni between groups contrasts were used to test the exploratory question.

Role Traits and Role Behaviors Scales: The data from both scales from the practicing principal sample were factor analyzed using a varimax rotation. The factor structure was examined to determine the factor scales. Items within each factor that demonstrated factor loadings of greater than 0.5 were considered as items contributing to the description of the trait or the behavior. Items with complex loadings were assigned to the factor upon which they had the highest loading. Summated factor scores were calculated for traits and behaviors rated by principals under prescriptive and descriptive conditions. Dependent t-tests were used to test differences between factor scale scores.

Work Results: Means and standard deviations of the variables identified in the Work Results scale were determined. Bonferroni between groups contrasts were conducted to test the hypotheses. The alpha level chosen for the research was $< .05$.

In a prestudy (Avant, 1990), two distinctly different patterns of role attributes (traits and behaviors) were assigned by an independent sample of educators to the principals' job definition as instructional leader and as school manager. Six factors were extracted for each attribute set for each definition yielding 24 factors. In the present study, these patterns of attributes (the factors) were used as surrogate definitions of the principal's position as instructional leader or school manager and imposed upon the sample's own ratings of the attributes under prescriptive and descriptive conditions.

Results

Four hypotheses were derived from the empirical literature on the principalship and the WRE. In addition, exploration was undertaken of a potentially important research question regarding one's attitude toward the profession and work results.

Role Expectations of Principals and the Definitions of Instructional Leader and School Manager

The first hypothesis addressed the differences between prescriptive and descriptive role expectations of principals when compared on independently defined trait and behavior factors. These factors were based on literature descriptions of principals as instructional leaders or school managers.

Principals' Ratings of Leadership Traits. As shown in Table 1, the mean scores of the six trait factors indicated the principals' prescriptive and descriptive expectations of instructional leadership were in the same direction for every factor as the trait ratings obtained in the independent prestudy although differing in degree. The principals' prescriptive factor scale ratings were significantly different from their descriptive ratings suggesting that they see a very different amount of the target traits being exhibited among principals than that deemed ideal. The differences occurred on five of the six factors: 1, 3, 4, 5, and 6. As found in the prestudy, factors 1, 3, 5, and 6 were the leadership trait factors which differentiated instructional leader from school manager.

Principals' Ratings of Leadership Behaviors. The mean scores of each factor shown in Table 2 indicated that principals' prescriptive and descriptive expectations were in the same direction for every factor as those behavior ratings obtained in the prestudy. When the behavior factor scale

Table 1
Comparison of Instructional Leadership Trait Factors Under Prescriptive and Descriptive Rating Conditions by Principals (n=200)

Trait Factors for Instructional Leadership						Prescriptive		Descriptive	
Factor #		Mean	sd	Mean	sd	Mean	sd	Mean	sd
Item	Load	Low		High		t-test statistics			
Factor 1		3.066	1.025			2.610	0.870	2.757	0.939
LT9	0.847	beautiful		plain		Mean Difference = -0.147			
LT11	0.538	worldly		unsophisticated		sd Difference = 0.825			
LT20	0.498	good		bad		t=-2.514 df=199 P=0.013			
Factor 2				4.411	0.920	4.209	0.637	4.256	0.626
LT27	0.845	tender		tough		Mean Difference = -0.047			
LT15	0.827	patient		persistent		sd Difference = 0.604			
LT12	0.722	delicate		rugged		t=-1.100 df=199 P=0.273			
LT25	0.715	accommodating		competitive					
LT19	0.647	humble		superior					
LT10	0.621	gentle		rough					
LT17	0.490	vulnerable		formidable					
LT13	0.485	retiring		assertive					
LT4	0.462	supportive		dominant					
LT7	0.393	dependent		self-sufficient					
Factor 3		2.537	0.971			1.849	0.665	2.125	0.864
LT1	0.769	active		passive		Mean Difference = -0.277			
LT2	0.750	agressive		defensive		sd Difference = 0.842			
LT14	0.720	confident		cautious		t=-4.646 df=199 P=0.000			
LT28	0.697	deep		shallow					
LT16	0.676	decisive		vacillating					
LT24	0.604	sharp		dull					
LT23	0.576	logical		fallible					
LT22	0.575	strong		weak					
LT3	0.562	objective		partial					
LT30	0.502	stable		insecure					
Factor 4		3.840	1.631			2.870	1.586	3.140	1.507
LT21	0.806	tactful		candid		Mean Difference = -0.270			
						sd Difference = 1.516			
						t=-2.519 df=199 P=0.013			
Factor 5		2.506	1.055			1.781	0.737	2.070	0.898
LT5	0.748	pleasant		restrained		Mean Difference = -0.289			
LT29	0.694	direct		devious		sd Difference = 0.921			
LT31	0.641	sincere		wiley		t=-4.439 df=199 P=0.000			
LT33	0.626	aware		insensitive					
LT32	0.446	bright		dark					
Factor 6		2.444	0.868			1.887	0.747	2.168	0.859
LT26	0.717	neat		casual		Mean Difference = -0.281			
LT8	0.655	efficient		wasteful		sd Difference = 0.840			
LT6	0.641	precise		vague		t=-4.732 df=199 P=0.000			
LT34	0.589	ambitious		complacent					
LT18	0.575	assured		reticent					

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Table 2
Comparison of Instructional Leadership Behavior Factors Under Prescriptive and Descriptive Rating Conditions by Principals (n=200)

Behavior Factors for Instructional Leadership						Prescriptive		Descriptive	
Factor #			Mean	sd	Mean	sd	Mean	sd	Mean	sd
Item	Load	Low			High		t-test statistics			
Factor 1			3.860	1.117			3.639	0.621	3.787	0.666
LB7	0.842	consult			decide		Mean Difference = -0.148			
LB10	0.783	link			preside		sd Difference = 0.652			
LB2	0.700	listen			inform		t=-3.213 df=199 P=0.002			
LB16	0.675	understand			promote					
LB22	0.674	counsel			judge					
LB20	0.586	assist			introduce					
LB14	0.552	care			pursue					
LB34	0.548	conceptualize			act					
LB13	0.534	motivate			provide					
LB23	0.509	comfort			persist					
LB33	0.356	nourish			stimulate					
Factor 2					5.006	1.125	5.015	0.803	4.678	0.957
LB8	0.733	defend			advocate		Mean Difference = 0.337			
LB5	0.714	report			plan		sd Difference = 1.025			
LB6	0.708	maintain			change		t=4.644 df=199 P=0.000			
LB11	0.640	mediate			develop					
LB19	0.639	budget			evaluate					
LB17	0.489	justify			suggest					
Factor 3					4.460	1.102	4.568	0.952	4.523	0.839
LB32	0.844	value			respect		Mean Difference = 0.045			
LB9	0.666	relate			help		sd Difference = 0.927			
LB12	0.595	negotiate			demonstrate		t=0.687 df=199 P=0.493			
LB29	0.488	question			explain					
Factor 4					4.467	1.082	4.646	0.722	4.578	0.758
LB1	-0.746	push			calm		Mean Difference = 0.068			
LB28	-0.637	operate			manage		sd Difference = 0.774			
LB4	-0.599	demand			smooth		t=1.248 df=199 P=0.213			
LB21	-0.509	criticize			praise					
LB30	-0.493	participate			communicate					
LB18	-0.487	announce			reinforce					
Factor 5					4.689	1.137	4.889	0.844	4.630	0.925
LB27	0.714	protect			accomplish		Mean Difference = 0.259			
LB15	0.604	schedule			analyze		sd Difference = 0.899			
LB26	0.589	consider			interpret		t=4.072 df=199 P=0.000			
LB3	0.510	settle			initiate					
Factor 6			3.305	1.020			3.403	0.928	3.553	0.842
LB25	-0.725	clarify			represent		Mean Difference = -0.150			
LB31	-0.533	lead			organize		sd Difference = 1.010			
LB24	-0.522	challenge			risk		t=2.101 df=199 P=0.037			

scores rated by principals under prescriptive and descriptive conditions were compared, significant differences were found on four of six factors, 1, 2, 5, and 6. Of those four factors, behavior factors 2, 5, and 6 in the prestudy significantly differentiated the instructional leader from the school manager. On all of the scales where significant differences were found between the prescriptive and descriptive rating conditions, it was clear that the principals aspired to a stronger showing of the behaviors than what they believed principals exhibited.

Principals' Ratings of Management Traits. The principals' ratings of school management traits are shown in Table 3. As the factor scale means indicate, the principals' prescriptive trait expectations consistently were more extreme than their descriptive expectations. Significant differences were found between their prescriptive and descriptive ratings on four of the six factors: 1, 2, 3, and 4. In the prestudy, trait factors 1, 2, 5, and 6 significantly differentiated the school manager from the instructional leader.

On the factors which were found to differentiate the school manager and instructional leader definitions significantly in the prestudy, principals believed there should be greater emphasis on the traits than evidenced, even more than suggested by the defining sample on factor 1. In contrast, the principals ratings for traits on factor 2 were in the opposite direction from those in the prestudy, suggesting rejection of the prestudy definition. The principals indicated that the traits on the opposite pole should have even greater emphasis than presently seen. While not significant differentiators between school manager and instructional leader definitions, the third and

Table 3
Comparison of School Managerial Trait Factors Under Prescriptive and Descriptive Rating Conditions by Principals (n=200)

Trait Factors for School Management						Prescriptive		Descriptive	
Factor #			Mean	sd	Mean	sd	Mean	sd	
Item	Load	Low			High		t-test statistics		
Factor 1			3.428	1.132			1.800	0.687	2.076 0.850
MT29	0.798	direct			devious		Mean Difference = -0.275		
MT31	0.790	sincere			wily		sd Difference = 0.832		
MT30	0.759	stable			insecure		t=-4.682 df=199 P=0.000		
MT28	0.733	deep			shallow				
MT23	0.713	logical			fallible				
MT33	0.692	aware			insensitive				
MT32	0.629	bright			dark				
MT24	0.573	sharp			dull				
MT22	0.537	strong			weak				
MT6	0.519	precise			vague				
MT20	0.516	good			bad				
MT26	0.509	neat			casual				
Factor 2					4.390	1.029	3.601	0.669	3.736 0.670
MT4	0.764	supportive			dominant		Mean Difference = -0.135		
MT10	0.759	gentle			rough		sd Difference = 0.689		
MT27	0.727	tender			tough		t=-2.773 df=199 P=0.006		
MT15	0.697	patient			persistent				
MT5	0.688	pleasant			restrained				
MT19	0.679	humble			superior				
MT17	0.594	vulnerable			formidable				
MT12	0.508	delicate			rugged				
Factor 3			3.104	1.248			1.929	0.667	2.190 0.840
MT1	0.826	active			passive		Mean Difference = -0.261		
MT14	0.790	confident			cautious		sd Difference = 0.820		
MT18	0.788	assured			reticent		t=-4.503 df=199 P=0.000		
MT34	0.752	ambitious			complacent				
MT13	0.738	assertive			retiring				
MT16	0.721	decisive			vacillating				
MT7	0.714	selfsufficient			dependent				
MT2	0.702	aggressive			defensive				
MT8	0.603	efficient			wasteful				
MT3	0.556	objective			partial				
Factor 4			3.870	1.403			3.373	1.141	3.610 1.138
MT21	0.882	tactful			candid		Mean Difference = -0.238		
MT25	0.534	accommodating			competitive		sd Difference = 1.124		
							t=-2.988 df=199 P=0.003		
Factor 5			3.864	1.473			2.735	1.234	2.820 1.181
MT11	0.547	worldly			unsophisticated		Mean Difference = -0.085		
							sd Difference = 1.111		
							t=-1.082 df=199 P=0.280		
Factor 6					4.259	1.022	3.125	1.272	3.195 1.302
MT9	0.908	beautiful			plain		Mean Diffe-ence = -0.070		
							sd Difference = 1.238		
							t=-0.800 df=199 P=0.425		

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fourth factors supported the idea that principals believed these traits should be more apparent than they perceived they actually were.

Principals' Ratings of Management Behaviors. When behavior factor scores rated under prescriptive and descriptive conditions were compared, significant differences were found in three of the six factors: 1, 2, and 6 (Table 4). In the prestudy, all six behavior factors significantly differentiated the school manager from the instructional leader.

The principals' ratings for behaviors on factors 1, 2 and 6 were in the opposite direction from those in the prestudy, suggesting they did not subscribe to the manager behaviors as defined by those factors in the prestudy. The principals indicated that the behaviors on the opposite pole should have even greater emphasis than presently seen. That is, the prescriptive ratings were more extreme than the descriptive ratings.

Prescriptive Role Expectations and Work Results

The second hypothesis addressed whether those principals whose prescriptive role expectations were like the prestudy's role definition of instructional leader differed in the way they responded to their work from the principals whose prescriptive role expectations were like the prestudy's role definition of school manager. As discussed in the previous section, a prestudy sample defined two differing descriptions of principals' work in terms of traits and behaviors for the instructional leader and the school manager. Using the items from the factors which showed significant differences between the instructional leadership and school management definitions in the prestudy, a summative score was computed for each respondent under the prescriptive rating condition for both traits and

Table 4
Comparison of School Managerial Behavior Factors Under Prescriptive and Descriptive Rating Conditions by Principals (n=200)

Behavior Factors for School Management					Prescriptive		Descriptive	
Factor #		Mean	sd	Mean	Mean	sd	Mean	sd
Item	Load	Low		High	t-test statistics			
Factor 1		3.529	1.081		4.363	0.624	4.218	0.651
MB16	0.811	promote		understand	Mean Difference =		0.145	
MB23	0.810	persist		comfort	sd Difference =		0.605	
MB14	0.787	pursue		care	t=3.400	df=199	P=0.001	
MB22	0.759	judge		counsel				
MB10	0.747	preside		link				
MB20	0.709	introduce		assist				
MB4	0.701	demand		smooth				
MB7	0.679	decide		consult				
MB21	0.616	criticize		praise				
MB18	0.604	announce		reinforce				
MB26	0.572	interpret		consider				
MB1	0.560	push		calm				
MB2	0.531	inform		listen				
MB33	0.523	stimulate		nourish				
Factor 2		3.563	1.089		4.921	0.780	4.488	0.897
MB15	0.701	schedule		analyze	Mean Difference =		0.434	
MB12	0.695	negotiate		demonstrate	sd Difference =		0.960	
MB3	0.663	settle		initiate	t=6.389	df=199	P=0.000	
MB11	0.595	mediate		develop				
MB31	0.570	organize		lead				
MB13	0.487	provide		motivate				
MB17	0.344	justify		suggest				
Factor 3				4.293 0.982	4.790	0.971	4.720	0.927
MB32	0.701	value		respect	Mean Difference =		0.070	
MB28	0.636	operate		manage	sd Difference =		1.033	
MB30	0.613	participate		communicate	t=0.959	df=199	P=0.339	
MB8	0.491	defend		advocate				
Factor 4				4.469 1.093	4.067	0.955	4.098	0.991
MB24	0.660	risk		challenge	Mean Difference =		-0.032	
MB34	0.589	conceptualize		act	sd Difference =		1.049	
MB25	0.451	clarify		represent	t=-0.427	df=199	P=0.670	
Factor 5		3.753	1.504		4.840	1.512	4.895	1.518
MB9	0.798	relate		help	Mean Difference =		-0.055	
					sd Difference =		1.636	
					t=-0.476	df=199	P=0.635	
Factor 6		3.652	1.031		4.843	0.761	4.546	0.898
MB19	0.721	budget		evaluate	Mean Difference =		0.297	
MB6	0.592	maintain		change	sd Difference =		0.981	
MB5	0.495	report		plan	t=4.280	df=199	P=0.000	
MB29	0.493	explain		question				
MB27	0.488	protect		accomplish				

behaviors. These scores were used to partition the principal sample into quartiles which placed those principals whose prescriptive ratings most resembled an instructional leadership job description in the first quartile group and those whose prescriptive ratings most resembled a school management job description in the fourth quartile group. The second quartile group had a greater degree of correspondence with the leadership role; the third quartile with school management.

50	50	50	50
IL	IL/sm	il/SM	SM

Four between group Bonferroni contrasts were made for each of the three work results variables on the traits and behaviors role expectations. The results of those analyses are presented in Tables 5 and 6, traits and behaviors respectively ($\alpha = < 0.05/4 = 0.0125$). The set of four contrasts for testing were:

1. The weighted means of the two instructional leadership groups against the two school management groups (the first/second quartiles versus the third/fourth quartiles) (2 2 -2 -2);

2. The extreme instructional leadership group and extreme school management group (the first quartile versus the fourth quartile) (1 0 0 -1);

3. The instructional leadership group against the weighted means of the combined two middle groups (first quartile versus the second/third quartiles) (2 -1 -1 2);

4. The school management group against the weighted means of the two middle groups(the fourth quartile versus the second/third quartiles)(0-1-1 2).

Table 5
Contrasts of Principal Groups Constituted on an Instructional Leadership - School Management Traits Continuum on the Work Results Variables Fulfillment, Significance, and Reward (n=200)

	TAVG	FULFIL	SIGNIF	REWARD
N OF CASES	50	50	50	50
FIRST QUARTILE				
MEAN	1.477	6.421	6.458	5.735
STANDARD DEV	0.119	0.461	0.478	0.937
SECOND QUARTILE				
MEAN	1.835	6.093	6.062	5.340
STANDARD DEV	0.089	0.946	0.944	0.998
THIRD QUARTILE				
MEAN	2.147	5.974	5.966	5.358
STANDARD DEV	0.112	0.653	0.635	0.931
FOURTH QUARTILE				
MEAN	2.854	5.741	5.660	5.133
STANDARD DEV	0.546	0.810	0.879	1.091

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : FULFILLMENT

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	7.979	1	7.979	14.567	0.000
ERROR	107.361	196	0.548		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	11.560	1	11.560	21.104	0.000
ERROR	107.361	196	0.548		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	5.015	1	5.015	9.156	0.003
ERROR	107.361	196	0.548		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	2.844	1	2.844	5.192	0.024
ERROR	107.361	196	0.548		

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : SIGNIFICANCE

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	9.987	1	9.987	17.411	0.000
ERROR	112.429	196	0.574		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	15.939	1	15.939	27.786	0.000
ERROR	112.429	196	0.574		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	6.589	1	6.589	11.488	0.001
ERROR	112.429	196	0.574		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	4.174	1	4.174	7.276	0.008
ERROR	112.429	196	0.574		

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : REWARDS

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	4.278	1	4.278	4.353	0.038
ERROR	192.597	196	0.983		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	9.075	1	9.075	9.236	0.003
ERROR	192.597	196	0.983		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	4.973	1	4.973	5.061	0.026
ERROR	192.597	196	0.983		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	1.559	1	1.559	1.586	0.209
ERROR	192.597	196	0.983		

Table 6
Contrasts of Principal Groups Constituted on an Instructional Leadership - School Management Behaviors Continuum on the Work Results Variables Fulfillment, Significance, and Reward (n = 200)

	BAVG	FULFIL	SIGNIF	REWARD
N OF CASES	50	50	50	50
FIRST QUARTILE				
MEAN	2.577	6.126	6.123	5.365
STANDARD DEV	0.355	0.632	0.618	1.065
SECOND QUARTILE				
MEAN	3.179	6.164	6.126	5.458
STANDARD DEV	0.127	0.639	0.728	0.978
THIRD QUARTILE				
MEAN	3.538	6.073	6.085	5.333
STANDARD DEV	0.106	0.734	0.721	1.041
FOURTH QUARTILE				
MEAN	3.969	5.865	5.812	5.410
STANDARD DEV	0.191	1.018	1.061	0.970

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : FULFILLMENT

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	1.554	1	1.554	2.610	0.108
ERROR	116.724	196	0.596		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	1.704	1	1.704	2.861	0.092
ERROR	116.724	196	0.596		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	0.002	1	0.002	0.003	0.953
ERROR	116.724	196	0.596		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	2.136	1	2.136	3.587	0.060
ERROR	116.724	196	0.596		

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : SIGNIFICANCE

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	1.552	1	1.552	2.427	0.121
ERROR	125.292	196	0.639		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	2.414	1	2.414	3.777	0.053
ERROR	125.292	196	0.639		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	0.010	1	0.010	0.016	0.898
ERROR	125.292	196	0.639		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	2.863	1	2.863	4.479	0.036
ERROR	125.292	196	0.639		

BONFERRONI CONTRASTS - DEPENDENT VARIABLE : REWARDS

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS FIRST/SECOND QUARTILES VS THIRD/FOURTH QUARTILES					
HYPOTHESIS	0.080	1	0.080	0.078	0.781
ERROR	201.597	196	1.029		
TEST OF HYPOTHESIS FIRST QUARTILE VS FOURTH QUARTILE					
HYPOTHESIS	0.051	1	0.051	0.049	0.825
ERROR	201.597	196	1.029		
TEST OF HYPOTHESIS FIRST QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	0.030	1	0.030	0.029	0.865
ERROR	201.597	196	1.029		
TEST OF HYPOTHESIS FOURTH QUARTILE VS SECOND/THIRD QUARTILES					
HYPOTHESIS	0.008	1	0.008	0.007	0.932
ERROR	201.597	196	1.029		

Prescriptive Trait Role Expectations and Work Results. As shown in Table 5, a significant difference was found when the two leadership quartiles were contrasted against the two management quartiles on fulfillment and significance. As the means indicated, principals with prescriptive trait expectations similar to those associated with instructional leadership experienced a greater sense of self-esteem, professional growth, recognition, and contribution than principals with the prescriptive trait expectations similar those associated with school management.

When the two extreme quartiles were contrasted, significant differences occurred on all three work results variables. In each case, principals who rated their prescriptive traits similar to those traits which were identified in the prestudy as associated with instructional leadership experienced higher levels of fulfillment, significance, and rewards than principals who rated their prescriptive traits similar to traits associated with school management.

When the first quartile was contrasted with the combined middle two quartiles, significant differences were found on work results of fulfillment and significance. The first quartile group reported higher levels of both results than the middle group, as the means indicated. The fourth quartile, when contrasted with the combined middle two quartiles, was significantly different on significance results only. Comparison of the means suggested that the principals with prescriptive trait role expectations that corresponded the greatest degree with the management role definition experienced the lowest levels of need fulfillment for personal recognition, usefulness to others, and contribution to the organization.

Prescriptive Behavior Role Expectations and Work Results. Analyses of the relationships of the principals' prescriptive behavior role expectations of principals with their work results failed to yield significant differences between the four quartile groups. (Contact authors for non-significant results.)

Principals' Role Dissonance and Work Results

The third and fourth hypotheses addressed the relationship of principals' role dissonance to their work results. Dissonance has been defined as the discrepancy between one's prescriptive and descriptive role expectations (Biddle, 1979).

Dissonance, for this study, was based on the principals' prescriptive trait and behavior factor structures. Based on the two factor analyses, summative factor scale scores were calculated for each rating condition. Trait factor scores were calculated from the prescriptive rating conditions and contrasted with trait factor scores on the same items rated under descriptive conditions (Table 7). Likewise, behavior factor score contrasts were made (Table 8). Significant differences were obtained on all twelve possible trait and behavior contrasts.

The prescriptive factor structure formed the basis for the discrepancy scores, which were operationally determined by using the following formula: sum of $(p - d)/n$, where p = an item's prescriptive value; d = an item's descriptive value; n = the number of items defining the factor. A summative discrepancy score was computed for each principal under the prescriptive rating condition for both traits and behaviors and used to partition the sample into quartiles. Those principals whose scores fell in the first and fourth quartiles were considered to exhibit high dissonance. Those principals

Table 7
Trait Factor Structure Under Prescriptive Rating Condition, with t Contrasts of Factor Scales Under Prescriptive and Descriptive Rating Conditions (n = 200)

Item	Load	Factor Definition Low	High	Prescriptive Mean	sd	Descriptive Mean	sd
				t-test statistics			
Factor 1				6.190	0.685	2.237	0.744
PT33	0.797	insensitive	aware				
PT30	0.779	insecure	stable	Mean Difference =		3.953	
PT31	0.723	wily	sincere	sd Difference =		1.189	
PT32	0.708	dark	bright	t=47.004	df=199	P=0.000	
PT24	0.640	dull	sharp				
PT22	0.600	weak	strong				
PT28	0.589	shallow	deep				
PT29	0.580	devious	direct				
PT08	0.558	wasteful	efficient				
PT34	0.510	complacent	ambitious				
PT20	0.486	bad	good				
PT23	0.452	fallible	logical				
PT17	0.371	vulnerable	formidable				
Factor 2				3.665	1.069	3.802	0.933
PT10	0.686	gentle	rough				
PT15	0.655	patient	persistent	Mean Difference =		-0.137	
PT27	0.644	tender	tough	sd Difference =		0.969	
				t=-1.994	df=199	P=0.047	
Factor 3				3.747	0.896	3.242	0.782
PT21	0.557	candid	tactful				
PT12	0.545	rugged	delicate	Mean Difference =		0.505	
PT07	0.460	self-sufficient	dependent	sd Difference =		1.325	
				t=5.392	df=199	P=0.000	
Factor 4				1.819	0.689	2.126	0.896
PT03	-0.726	objective	partial				
PT01	-0.700	active	passive	Mean Difference =		-0.306	
PT04	-0.597	supportive	dominant	sd Difference =		0.858	
PT18	-0.593	assured	reticent	t=-5.050	df=199	P=0.000	
PT06	-0.579	precise	vague				
PT16	-0.541	decisive	vacillating				
PT14	-0.511	confident	cautious				
PT13	-0.470	assertive	retiring				
Factor 5				4.688	0.900	4.141	0.681
PT11	0.732	unsophisicated	worldly				
PT19	0.547	humble	superior	Mean Difference =		0.546	
PT02	0.489	defensive	aggressive	sd Difference =		0.799	
PT25	0.436	accommodating	competitive	t=9.665	df=199	P=0.000	
Factor 6				5.393	0.900	2.833	1.012
PT05	0.743	restrained	pleasant				
PT09	0.472	plain	beautiful	Mean Difference =		2.560	
PT26	0.409	casual	neat	sd Difference =		1.682	
				t=21.523	df=199	P=0.000	

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Table 8
Behaviors Factor Structure Under Prescriptive Rating Condition, with t Contrasts of Factor Scales Under Prescriptive and Descriptive Rating Conditions (n=200)

Item	Load	Factor Definition Low	High	Prescriptive Mean	sd	Descriptive Mean	sd
				t-test statistics			
Factor 1				2.729	0.814	4.854	0.994
PB09	0.718	advocate	defend				
PB13	0.708	motivate	provide	Mean Difference =		-2.126	
PB27	0.654	accomplish	protect	sd Difference =		1.487	
PB15	0.623	analyze	schedule	t=-20.213 df=199		P=0.000	
PB06	0.583	change	maintain				
PB05	0.573	plan	report				
PB03	0.565	initiate	settle				
PB17	0.560	suggest	justify				
PB21	0.453	praise	criticize				
Factor 2				3.643	0.838	4.178	0.863
PB04	0.653	smooth	demand				
PB01	0.579	calm	push	Mean Difference =		-0.535	
PB23	0.564	comfort	persist	sd Difference =		1.467	
PB02	0.546	listen	inform	t=-5.158 df=199		P=0.000	
PB22	0.479	counsel	judge				
PB16	0.400	understand	promote				
Factor 3				4.323	0.899	4.100	0.649
PB12	0.551	negotiate	demonstrate				
PB09	0.472	relate	help	Mean Difference =		0.223	
PB29	0.453	question	explain	sd Difference =		1.068	
PB07	0.406	consult	decide	t=2.946 df=199		P=0.004	
PB32	0.355	value	respect				
Factor 4				4.435	0.941	4.273	0.725
PB18	-0.719	announce	reinforce				
PB20	-0.717	introduce	assist	Mean Difference =		0.162	
PB10	-0.619	preside	link	sd Difference =		0.885	
PB19	-0.521	budget	evaluate	t=2.5897 df=199		P=0.010	
PB26	-0.341	consider	interpret				
Factor 5				4.292	0.901	4.106	0.758
PB14	0.588	pursue	care				
PB34	0.505	conceptualize	act	Mean Difference =		0.186	
PB25	0.492	clarify	represent	sd Difference =		1.023	
PB11	0.450	mediate	develop	t=2.570 df=199		P=0.011	
Factor 6				4.336	0.981	4.501	0.844
PB33	0.620	nourish	stimulate				
PB24	0.604	risk	challenge	Mean Difference =		-0.165	
PB30	0.561	participate	communicate	sd Difference =		0.946	
PB28	0.532	operate	manage	t=-2.467 df=199		P=0.014	
PB31	0.501	lead	organize				

with scores falling within the second and third quartiles were considered to exhibit low dissonance.

50	50	50	50
high	low	low	high

In general, where the prescriptive item values on the WRE scales are more extreme than the descriptive item values and the discrepancy score falls in the outermost quartile, such dissonance has been considered psychologically enhancing. On the other hand, where the descriptive item values are more extreme than the prescriptive item values and the resulting summative discrepancy score falls in the opposite outermost quartile, such dissonance has been construed as psychologically debilitating, (Carey, 1982). Therefore, the former should support higher levels of satisfaction with the results of work while the latter should contribute to lower satisfaction with work results. A careful reading of the distribution of discrepancy scores is necessary to validate the nature of the dissonance.

Comparison was made of the work results of the principals who exhibited high dissonance, extreme quartile, with those of the principals who exhibited low dissonance, middle quartiles. Bonferroni contrasts were made between the two outermost quartile groups ($\alpha = < 0.05$) on the twelve trait and behavior scales for each of the three work result variables. Then, Bonferroni contrasts were made for each of the three work results variables on the traits and behaviors role expectations ($\alpha = < 0.05/2 = 0.025$). Regarding the comparison of the work results of the two extreme dissonance groups, significant differences were found on four trait factors and one behavior factor. Regarding the comparison of the work results of the extreme

dissonance groups and the low dissonance groups, significant differences on five trait factors and one behavior factor (Table 9).

Relationship Between Attitude and Work Results

Interests in the relationship between principals' attitude toward the principalship and the work results variables on the WRE led to the formulation of the exploratory question. The respondents were asked to identify on the Demographic Form their present attitude or view of their profession. Their responses were grouped to form three indicators of attitude toward the profession: "I am pleased with the principalship on the whole;" "The principalship has problems which has troubled me a great deal;" "I have seriously considered or planned to leave the principalship." In order to determine if there was a relationship between the principals' attitude toward the principalship and their satisfying work results, analysis of variance was conducted using the three attitude indicators above as independent variables and the three work results variables, fulfillment ($F_{2,160} = 22.177$; $p = 0.000$), significance ($F_{2,160} = 15.159$; $p = 0.000$), and rewards ($F_{2,160} = 13.063$; $p=0.000$), as the dependent variables. Three between group Bonferroni contrasts were made for each of the three work results variables ($\alpha = < 0.05/3 = .0167$). Significant differences, as shown in Table 10, were found on all three work results when group 1 was contrasted with group 2 and also when group 1 was contrasted with group 3.

Conclusions

When contrasts between prescriptive and descriptive conditions were made, significant differences were found in 19 of 20 substantive contrasts,

Table 9
Summary of Significant Contrasts for Hypothesis 3 and 4 Analyses

Factors	1			2			3			4			5			6		
Work Results	F	S	R	F	S	R	F	S	R	F	S	R	F	S	R	F	S	R
H_3																		
Trait	X	X	X	-	-	-	X	X	X	X	-	-	-	-	-	X	X	X
Behavior	X	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H_{4a}																		
Trait	-	X	-	-	-	-	X	X	-	-	-	-	X	X	X	X	X	-
Behavior	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H_{4b}																		
Trait	X	X	X	-	-	-	-	-	X	X	X	-	-	-	X	X	X	-
Behavior	X	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

F = Fulfillment
S = Significance
R = Rewards

H_3 $\alpha = 0.05$
H_4 $\alpha = 0.05/2 = 0.025$

Table 10
Analysis of Attitudes of Principals for Work Results Variables Fulfillment, Significance, and Rewards (n = 200)

	FULFIL	SIGNIF	REWARD
GROUP 1: "I AM PLEASED WITH THE ROLE OF THE PRINCIPALSHIP ON THE WHOLE"			
N OF CASES	118	118	118
MEAN	6.350	6.299	5.653
STANDARD DEV	0.482	0.514	0.947
GROUP 2: "I AM PLEASED WITH THE ROLE ON THE WHOLE; BUT THE ROLE HAS PROBLEMS WHICH TROUBLES ME A GREAT DEAL"			
N OF CASES	32	32	32
MEAN	5.683	5.697	5.094
STANDARD DEV	0.771	0.802	0.761
GROUP 3: "THE ROLE TROUBLES ME A GREAT DEAL; I AM CONSIDERING OR HAVE SERIOUSLY CONSIDERED LEAVING THE PRINCIPALSHIP"			
N OF CASES	13	13	13
MEAN	5.745	5.805	4.413
STANDARD DEV	0.587	0.688	1.192
GROUP 4: OTHER COMMENTS ON PRINCIPALSHIP			
N OF CASES	37	37	37
MEAN	5.556	5.576	5.159
STANDARD DEV	1.112	1.200	1.010

BONFERRONI CONTRAST - DEPENDENT VARIABLE : FULFILLMENT

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 2				
HYPOTHESIS	11.218	1	11.218	36.108	0.000
ERROR	49.710	160	0.311		
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 3				
HYPOTHESIS	4.289	1	4.289	13.804	0.000
ERROR	49.710	160	0.311		
TEST OF HYPOTHESIS	GROUP 2 VS GROUP 3				
HYPOTHESIS	0.036	1	0.036	0.116	0.734
ERROR	49.710	160	0.311		

BONFERRONI CONTRAST - DEPENDENT VARIABLE : SIGNIFICANCE

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 2				
HYPOTHESIS	9.106	1	9.106	25.791	0.000
ERROR	56.494	160	0.353		
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 3				
HYPOTHESIS	2.856	1	2.856	8.088	0.005
ERROR	56.494	160	0.353		
TEST OF HYPOTHESIS	GROUP 2 VS GROUP 3				
HYPOTHESIS	0.107	1	0.107	0.303	0.583
ERROR	56.494	160	0.353		

BONFERRONI CONTRAST - DEPENDENT VARIABLE : REWARDS

SOURCE	SS	DF	MS	F	P
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 2				
HYPOTHESIS	7.860	1	7.860	8.982	0.003
ERROR	140.016	160	0.875		
TEST OF HYPOTHESIS	GROUP 1 VS GROUP 3				
HYPOTHESIS	17.978	1	17.978	20.544	0.000
ERROR	140.016	160	0.875		
TEST OF HYPOTHESIS	GROUP 2 VS GROUP 3				
HYPOTHESIS	4.278	1	4.278	4.889	0.028
ERROR	140.016	160	0.875		

strongly indicating that the principals did indeed differentiate between their work role expectations of the principalship as it was defined for them. First, principals identified strongly with the surrogate job definition of instructional leader and indicated the role attributes should have even stronger emphasis than they experienced. Secondly, there was far less identification with the surrogate job definition of school manager. In fact, there was strong evidence that the definition was rejected and that opposing role attributes should be emphasized.

Further, this research has shown that principals experienced a greater degree of satisfaction from their work results when their leadership qualities were more closely associated with those of the instructional leadership role. The lower levels of work results were experienced by principals who felt they should function as a school manager. One might speculate that when principals believed they were in agreement with the guidelines of their profession, they reported high levels of satisfaction from work; otherwise, when they believed they should function as school managers and were not in accord with their profession, they experienced less fulfillment.

The findings regarding role dissonance supported three major conclusions. In the main, individuals with enhancing dissonance seemed to experience the highest sense of fulfillment not only of their innermost needs and personal potential, but also their basic survival needs. In contrast, those with debilitating dissonance appeared to have the least sense of satisfaction from work. Second, those who had enhancing dissonance experienced higher levels of esteem, accomplishment, recognition, and usefulness than those who discerned little or no discrepancies in their work

role. Third, debilitating dissonance was associated with the lowest levels of satisfaction from work results when compared with low dissonance. These findings provided evidence that incongruence of work role expectations has a significant relationship to one's job satisfaction across various results of work.

Finally, regarding attitude and work results, the findings provided valuable insight and suggested that a positive attitude toward the profession was associated with positive results received from work. Two groups of principals, those who were pleased and were staying in the role and those who were displeased and leaving, both exhibited high levels of internalized need fulfillment. Although need fulfillment from rewards provided from external forces was low for both groups, it was lower for those who considered leaving. The principals with the lowest fulfillment and significance results were those who reported that the role troubled them a great deal but were making no plans to leave. Additionally, those principals reporting the most positive attitude toward the role gave the strongest emphasis to the work outcome that is the most internally controlled and least amenable to intervention. These findings suggested that the attrition rate of principals may be associated with need fulfillment provided externally by the education system, and the commitment of a principal to the job may be associated with the individual's internal needs, such as self regard and confidence in one's own ability and one's effectiveness.

Educational Importance

The results of this research have critical implications for three groups: (1) incumbent and future principals whose belief structure may have

an impact on their motivation and job satisfaction; (2) administrators of school organizations whose hiring and retaining interests include the factors contributing to high quality principals in the school setting; and (3) the education professionals who are responsible for establishing and maintaining standards for training and licensing public school principals.

Superiors of the principal, superintendents and school board members, should become aware of the kinds of work results that most influence principals to be highly motivated and satisfied. Incentives that have the most positive effect on the professional need fulfillment of the principal would enhance job satisfaction, reduce job dissatisfaction, and perhaps have an impact on the attrition rate.

Finally, findings indicated that principals in this study identified strongly with the instructional leadership role which was most evident in the prescriptive rating condition. If, as hypothesized in the Miller-Carey model, the prescriptive role is socialized during training in the academy and it does not include the reality of school management functions, then the training programs themselves may be setting the stage for future dissonance and dissatisfaction. Further study of the relationships of role socialization and the position of principal as experienced should be useful to the design of training programs for the school principal.

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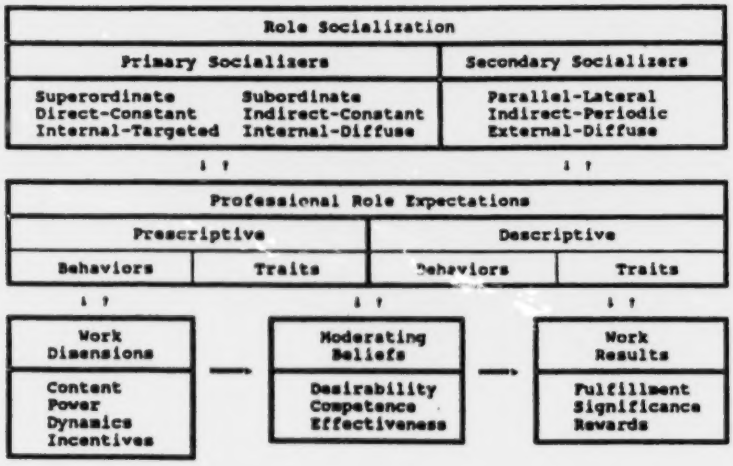
Appendix A



James O. Miller (personal communication, May 16, 1989) explained the components of the Miller-Carey Model of Work Role Expectations in the following manner: The component, professional role expectations, specifically addresses the role's definition, the product of socialization. Each position has a pattern of traits and behaviors which is prescribed as the expected standard for the role. However, the pattern observed may or may not be the same as that which is prescribed. Expectations may also differ between those holding and those not holding the position....Discrepancies in the role expectations for a particular position may impact upon the work as perceived, one's beliefs about the position, and the results experienced from the work.

The three remaining components are the work dimensions, moderating beliefs and the work results. The four work dimensions are descriptive perceptions: content, personal power, dynamics, and incentives. The content dimension includes tasks and skill requirements of the position. The degree of personal power the employee exerts over work conditions defines the second dimension. The dynamic dimension includes communications and interpersonal relations within the work setting. Incentives are defined by the salary, growth opportunities and supervisory support available in the position.

Work brings results which meet major needs discussed in the motivation literature. From a professional and social view, self-actualization, the need to achieve and be effective is reflected in the fulfillment results. The profound and innermost needs of self-esteem, self-regard, and recognition are represented in the significance results of the model. Finally, basic survival needs which are met through pay, job security and work support systems are included in compensation results.

In the model, work dimensions and work results are moderated by an individual's beliefs. A person's beliefs concerning the desirability of the position, one's own competence to meet the challenges in the work setting and the efficacy of the available support systems moderate between the work dimensions and the work results. Thus, the prescriptive and descriptive role expectations influence and contribute to the way in which professionals respond to their work.